Business HDR Student Conference 2010-13 2010

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Looking at a Values Research Program

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Description

Professor Soutar's presentation outlines preliminary results from a long term research program focused on values.

Location

iC - SBS Teaching Facility

Looking at a Values Research Program

Based on research being undertaken by

Geoff Soutar,

Julie Lee and others

What are basic values?

(e.g. views on *freedom, wealth, equality, security, pleasure, obedience)*

beliefs about the desirable

motivational ***goals***

transcend specific actions and situations

criteria of judgment

Ordered in ***a hierarchy*** of importance

Differentiated by type of motivation

reflect what is ***socially desirable*** or acceptable in society

there is an element of ***choice***

believed to be ***relatively stable*** in adults

Why are basic values important?

Motivate our choice of behavior - ***what we do***

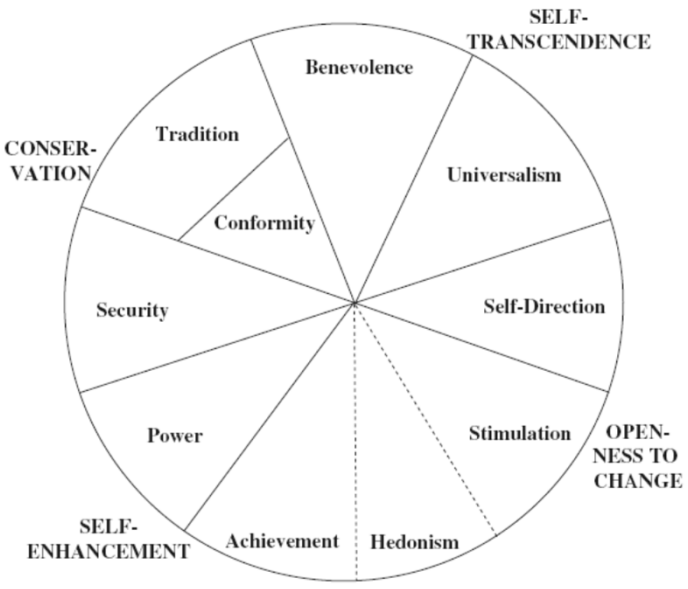
Justify our past behavior -***why we do it***

Standards we use to evaluate people & events - ***who and what we like***

Direct our attention and perception - ***what we notice***

Can serve as social indicators - ***reflect fundamental societal change***

Schwartz's Values Theory is at the heart of our research



Common Measurement: SVS

In this questionnaire you are to ask yourself: "What values are important to ME as guiding principles in MY life, and what values are less important to me?" Your task is to rate how important each value is for you *as a guiding principle in your life*. Use the rating scale below:

AS A GUIDING PRINCIPLE IN MY LIFE, this value is:

opposed to my supreme values	not important			important			very important
importance							
-1	0	1	2	3	4	5	6	7

Before you begin, read the values, choose the one that is most important to you ....that is most opposed to your values.... Then rate the rest of the values.

1 _____EQUALITY (equal opportunity for all)

2 _____INNER HARMONY (at peace with myself)

3 _____SOCIAL POWER (control over others, dominance)

4 _____PLEASURE (gratification of desires)

An Alternative Measurement Approach

How much like you is this person?

21 Item Portrait Value Questionnaire Examples	Not like me at all	Not like me	A little like me	Some-what like me	Like me	Very much like me
1.Thinking up new ideas and being creative is important to her. She likes to do things in her own original way. (Self-Direction)	1	2	3	4	5	6
2. It is important to her to be rich. She wants to have a lot of money and expensive things. (Power)	1	2	3	4	5	6
3. She thinks it is important that every person in the world be treated equally. She believes everyone should have equal opportunities in life. (Universalism)	1	2	3	4	5	6

SVS: Some disadvantages

50+ items

9-point Scale

-1 0 1 2 3 4 5 6 7

Lexical equivalence (supreme importance)

Cleaning procedures

Delete respondents who choose 7 more than 15 times

Some question as to whether SVS data are interval scaled

Table 1. Correspondence Analysis Results

Original Schwartz's Value Survey Scale		Schwartz's Value Survey Interval Transformation Scores					
	Notional Value	Australia	New Zealand	United Kingdom	United States	South Korea	China
Opposed to my values	−1	−1.00	−1.00	−1.00	−1.00	−1.00	−1.00
Not important	0	2.74	1.71	1.38	0.34	1.94	−0.21
	1	3.85	3.29	2.90	1.93	3.21	2.77
	2	4.48	4.09	3.57	3.38	4.03	3.48
Important	3	5.46	4.83	4.53	4.13	4.64	3.99
	4	5.68	5.08	4.81	4.57	4.80	4.35
	5	5.93	5.60	5.50	5.32	5.22	5.01
Very important	6	6.49	6.42	6.18	6.26	5.77	5.56
Of supreme importance	7	7.00	7.00	7.00	7.00	7.00	7.00
Mean deviation from 1		.71	.57	.48	.34	.61	.83
Inertia explained		.85	.89	.89	.87	.82	.82
Sample size		202	221	201	233	201	224

Lee & Soutar (2009)

Also an issue about skews and potential endpiling due to SDR biases that impacts on correlations

In one study correlations for SVS scores ranged from 0.10 to 0.76. All were positive and all but three were significant at the 0.05 level

While values on opposite sides of Schwartz's circle should be conflicting, many were positively correlated well beyond the 0.001 level (e.g. Security and Stimulation and Achievement and Benevolence)

This type of result is typical

Solution for this type of response bias

Typically addressed post-hoc

- Mean centring
- Removing negatively worded items

BUT

Are we removing biases or true differences?

Can we be *proactive* rather than *reactive*?

SVS data corrections

- Correlations
  - partial correlations
  - Individual mean as a covariate
- ANOVA/ANCOVA
  - Individual mean as a covariate
- Regression
  - mean centered scores
  - no more than 9 of the 10 values
    - Choose based on theoretical grounds
    - Could use a stepwise process
- MDS, Canonical, Discriminant, or Factor analyses
  - Use raw scores

FAILURE TO CORRECT FOR SCALE USE GIVES INCORRECT RESULTS!

Cross-cultural measurement issues

Translation

Cross-cultural response biases may be even more problematic

- Extreme responding [or not]
- Acquiescence issues

Evidence

- High PD and Masculinity more ***extreme response style***
  - Clarity and decisiveness valued
- Low Ind, UA, PD and Masculinity more ***acquiescent***
  - Harmony and deference (low Ind)
  - Less assertiveness, decisiveness, daring (low Ind, low Masc)

Best-Worst Scaling (BWS) – an alternative

Louviere invented BWS at Alberta in 1988

Finn & Louviere (1992) BWS in polling

Louviere & Swait (1994) extended BWS to conjoint & discrete choice applications

Marley & Louviere (2005) proved the approach's measurement & model properties

Many applications now under way

SVBWS task (set 1)

Most Important (Click ONE)		Least Important (Click ONE)
O	Successful, capable, ambitious.	O
O	Protecting the environment, a world of beauty, unity with nature.	O
O	Helpful, honest, forgiving.	O
O	Devout, accepting portion in life, humble.	O
O	Clean, national & family security, social order.	O
O	Equality, world at peace, social justice.	O

Remember our earlier correlation problems

The SVBWS correlations ranged from -0.47 to 0.51

Ten of the 45 BW correlations were positive and significant at the 0.05 level, while 25 were negative and significant and 10 were not significantly different from zero – a much better outcome

The sig. negative correlations were between opposing values, such as Tradition and Achievement (-0.48) and Universalism and Power (-0.41)

The sig. positive correlations were between neighboring values, such as Power and Achievement (0.51) and Conformity and Tradition (0.35)

These relationships were sensible – suggesting the BWSVS allows respondents to provide values information in a meaningful way

Study 1: SVS rating scale map for WA

Study 1: SVBWS map for WA

WA adults randomly assigned to SVS or SVBWS Lee, Soutar & Louviere (2008)

Also an issue of a lack of expected significant relationships across cultures

East-Asian samples often produce fewer expected *negative* correlations than Western samples

Attributed to East-Asian dialectic thinking

- Confucianism & Buddhism promote the acceptance of contradiction

But - is it a substantive difference or a method bias issue?

Lee, Soutar & Daly (in press)

Values and travel benefits

Travel benefits can

1. Have unpredictable and uncertain directions
2. Preserve the status quo and minimise risk and uncertainty

	Openness to change (OC)	Conservation (CO)
Stepping into the unknown	+	–
Experience a different culture	+	–
Being safe and secure	–	+

Method

Online panel members in UK and SK allocated to one of two surveys (either ratings or BWS)

Greater London and Greater Seoul areas

Screened to be international travelers, 18 to 65 years

Sample sizes ranged from 201 to 242

Measures:

57-item SVS or 11 set SVBWS

11 Travel benefits using ratings and BWS

Results

Expected positive relations	**Expected negative relations**
SVBWS-BWS in UK and SK	SVBWS-BWS in UK and SK
SVS-ratings in UK	SVSc-rating in UK
SVSc-ratings in UK	SVS-rating no negative relationships in UK or SK
SVSc- ratings in SK	
Not significant for OC and experience a different culture, nor for	
CO and safe and secure	

Conclusions from this study

BWS combination worked equally well in UK & SK for positive and negative correlations

Standardised ratings combination worked equally well in the UK and SK for positive correlations

However, less well in SK than the UK for the expected negative correlations

Unstandardised rating combination did not produce any negative correlations

Some Further Conclusions

The BWS approach worked significantly better than the non-standardised ratings approach

Marginally better than the standardised approach

However, BWS did this without any post-hoc manipulation of scores that may remove both substantive differences as well as response bias

Cross-cultural benefits of BWS

Easier lexical equivalence of anchoring terms

Eliminates the need for numerical anchors that may have different meanings

E.g. using 4 in China

Eliminates patterning bias

E.g. mid-point or extreme-point responding

Produces a metric score

Produces expected negative correlations in Western and in Eastern Asian countries

Some Other Advances

Looking at subgroups

Augmenting the SVBWS

To look at the subgroup issue, adults in **China and the USA** were surveyed using

The traditional Schwartz Values Survey (SVS) – for which raw scores and standardised (Z) scores were computed

Lee, Soutar and Louviere's (2008) Schwartz Values Best Worst Survey (SVBWS)

Ward's (1963) hierarchical clustering procedure was used to group people in each country

In each case, we obtained two to six cluster solutions for which point-biserial correlation coefficients were computed as a way to determine the appropriate number of clusters

The SVS (Z) data suggested a two cluster solution, the SVS raw data suggested a three cluster solution and the SVBWS data suggested a four cluster solution in the USA and in China

Discriminant analysis was used to clarify the six (3 scaling types by two countries) cluster solutions

The SVS (Z) scores produced only 2 clusters- which meant only one discriminant function could be estimated

The single function explained most of the variation between the Chinese and American sub-groups – which suggests there were meaningful differences between the groups

However, in both countries, the two groups attached more or less importance to all of the values **– a common but not very useful outcome with this type of values related ratings data**

The unstandardised SVS data suggested three clusters in both countries, allowing two discriminant functions to be estimated

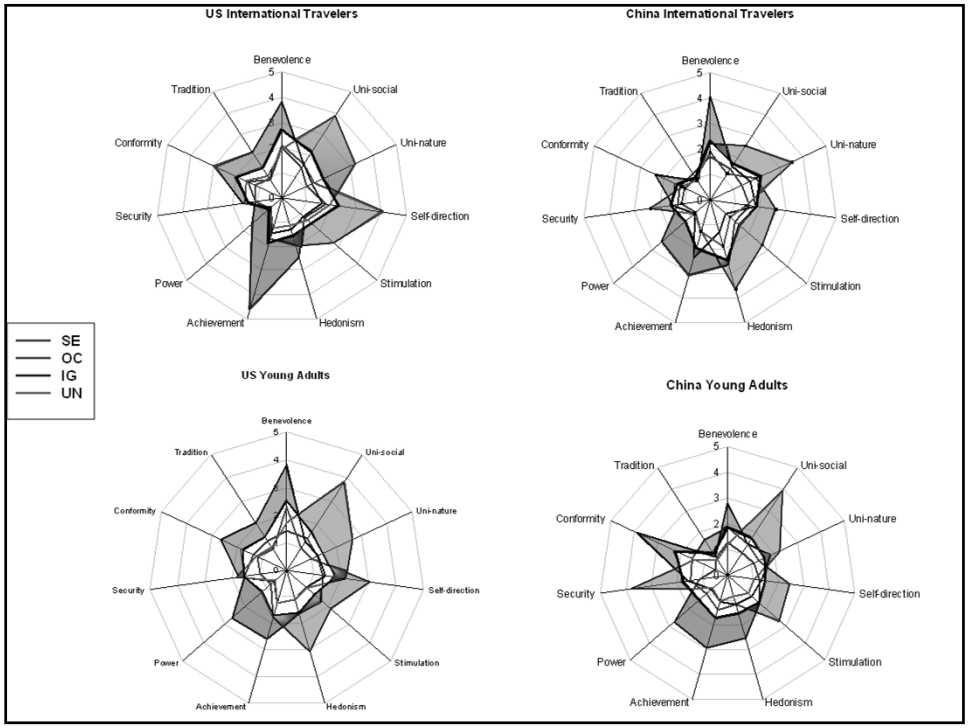
However, 99% of the explained variance in China and 96% of the explained variance in the USA was due to the first function, suggesting only one function should be retained

The discriminant analysis again showed the China and USA clusters were a function of respondents agreeing more or less to all of the values (with a third moderate group) **– which meant this result was no more useful than the standardised SVS outcome**

The SVBWS data, however, suggested four clusters in both countries, allowing three discriminant functions to be estimated

In both countries, all functions were significant and explained most of the inter-group variation

In contrast to the SVS data, the SVBWS discriminant analysis results found useful information about the sub-groups



There were similarities and dissimilarities in the values groups within and across the two countries, which would not have been obvious had SVS or SVS (Z) scores been used to measure values

Country differences seemed to be due to the different numbers in the different subgroups rather than to the presence of different subgroups – this may be the more important issue

I wonder what subgroups researchers may have missed by using ratings scales

Augmenting the SVBWS task (set 1)

The original BWS task

Most Important (Click ONE)		Least Important (Click ONE)
O	Successful, capable, ambitious.	O
O	Protecting the environment, a world of beauty, unity with nature.	O
O	Helpful, honest, forgiving.	O
O	Devout, accepting portion in life, humble.	O
O	Clean, national & family security, social order.	O
O	Equality, world at peace, social justice.	O

The augmented SVBWS task (set 1)

Of these, which are the most and least important?
For more information hold your mouse pointer over any word in each set.

	Most important *pick one*	Not most, but relatively important *pick all that apply*	Least important *pick one*	Not least, but relatively unimportant *pick all that apply*
Successful, capable, ambitious.	☐	☐	☐	☐
Helpful, honest, forgiving.	☐	☐	☐	☐
Devout, accepting portion in life, humble.	☐	☐	☐	☐
Clean, national & family security, social order.	☐	☐	☐	☐
Protecting the environment, a world of beauty, unity with nature.	☐	☐	☐	☐
Equality, world at peace, social justice.	☐	☐	☐	☐

Augmented BWS Measurement

Let the set be {Values A, B, C, D, E, F}

A most important

F least important

Information from original BWS A> B C D E >F

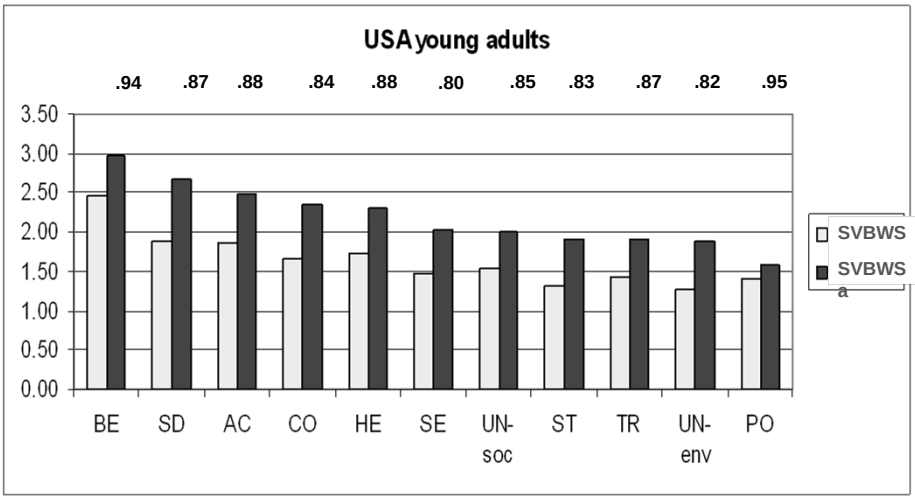
A most important

B & C important

E unimportant

F least important

Information from Augmented task A > B C > D > E > F



Can you see how the augmented task shows increased importance – this is a truer reflection

What I have shown here are the results of a long running study that has examined a variety of values aspects

Each study led to new insights and further developments – which is why the research remains exciting and vibrant even after 8 years

It also demonstrates that a research program is more valuable and more fun than a single study – we have new things to do that build on our past research – we have a future as well as a past

We already have ideas for at least 5 new big projects